

### Overview

This policy builds upon the policies and current curriculum at EYFS/KS1-KS2.

The taught PSHE curriculum has been developed in line with National Curriculum 2013 (updated 2020) and the PSHE Association updated Programme of Study for PSHE Education KS1-5 (2020). The Outreach Service has a diverse client group with specific individual needs. In these cases the PSHE Association SEND Planning Framework (2018) can be used. The statutory requirement to deliver Relationships Education, Relationships and Sex Education (RSE) and Health Education, as of 2020, has also informed this policy.

The Raedwald Trust Outreach Service works in collaboration with the student's mainstream school to develop a bespoke curriculum for each learner. Where we are providing specific students with supplementary interventions in collaboration with their mainstream or other full-time educational placement we will focus on those aspects of the National Curriculum identified for us by the schools as being of the most benefit to the students. Where our students are – temporarily – not on the roll of a full-time provider, we are committed to providing a bespoke curriculum which meets their needs. We encourage all children to become independent learners and be confident in all strands of learning.

### Impact

The Outreach Service's delivery of PSHE will endorse the Raedwald Trust's Single Equality Policy to develop a culture of inclusion and diversity in which all those connected to our provision will be encouraged to feel proud of their identity, able to participate fully in their provision and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the Outreach community is an integral part of our ethos. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance.

The Outreach Service upholds the 7 overarching Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership. The Outreach Service strives to be a 'provision of excellence' with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

Throughout KS3 and following on into KS4 PSHE education continues to address both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended on. This is grounded in the established evidence base for effective practice in PSHE education.

The purpose and intent of our PSHE curriculum is to underpin these values through:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

- Contributing to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Preparing pupils for the opportunities, responsibilities and experiences of later life.
- Supporting other curriculum areas by allowing students the opportunity to consider the knowledge and understanding they have, by further consideration and development of skills and strategies to apply this to their present and future lives: e.g. science curriculum covering reproduction.

PSHE deals with 'real life' experiences so it is imperative that students feel safe and supported in and outside of their learning. The Outreach Service will ensure that:

- Staff are aware of the needs of all students they are teaching and particularly those who are vulnerable or at risk when planning and delivering content.
- Students and staff ask questions through agreed 'ground rules' and have awareness of confidentiality with regard to the safeguarding policy.
- A differentiated programme will be offered to accommodate student needs including those with SEND.
- The safeguarding policy is implemented by staff when necessary.
- Students know that 'all' staff are a point of contact and feel able to seek support and/or are able to make a disclosure.
- Everyone knows who the Designated Safeguarding Lead (DSL). That referral may also be available to other support agencies.

Through active engagement in learning, there will be opportunities to consider and clarify their own values and beliefs, to rehearse, to develop enquiry and interpersonal skills.

The learning outcomes of our programme will further:

- develop their knowledge and understanding through delivering the facts on the core themes.
- develop skills and strategies to; build self-confidence, increase resilience, assess risk.
- promote respect and human rights through an understanding that they have a responsibility to themselves, others and society now and in their future lives. As a trust we take this further by being part of the Unicef Rights Respecting Schools Programme.
- enable students to recognise their true potential, build on success and prepare for the next stage of their lives.

This will build on the knowledge and understanding, skills, attributes and values they have acquired and developed during EYFS/ KS1 and KS2 through continuing the core themes of:

- Health and Well being
- Relationships
- Living in the Wider World

Citizenship is integrated within the PSHE programme at Key stage 3 to develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. To apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Citizenship at KS4 is integrated within the PSHE programme and builds on the KS3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Students develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. Through cross curricular activities experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

This policy and the programme of study is based on a full time entitlement. We acknowledge that many of our students may have missed or been unable to access some aspects of PSHE and endeavour to fill in the gaps, and provide personalised bespoke programmes. We are also aware that we need to address the changes and challenges that young people experience through adolescence and their increasing independence. The Programme of Study will further develop knowledge and skills which will equip them for the opportunities and challenges of life. Students will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

### Overview of key core themes at KS3

Health and Well Being	Relationships	Living in the wider world (including careers)
<ul style="list-style-type: none"> <li>✓ Self-concept</li> <li>✓ Mental health and emotional well being</li> <li>✓ Healthy lifestyles including healthy eating and physical fitness</li> <li>✓ Drugs alcohol and tobacco</li> <li>✓ Puberty and sexual health</li> <li>✓ Basic First Aid</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-concept</li> <li>✓ Positive relationships</li> <li>✓ Relationship values</li> <li>✓ Forming and maintaining respectful relationships</li> <li>✓ Consent</li> <li>✓ Contraception and parenthood</li> <li>✓ Bullying, abuse and discrimination</li> <li>✓ Social influences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning skills</li> <li>✓ Choices and pathways</li> <li>✓ Work and career</li> <li>✓ Employment rights and responsibilities</li> <li>✓ Financial choices</li> <li>✓ Media literacy and digital influences</li> <li>✓ Citizenship. British values and diversity</li> </ul>

### Overview of key core themes at KS4

Health and Well Being	Relationships	Living in the wider world (including careers)
<ul style="list-style-type: none"> <li>✓ Self-concept</li> <li>✓ Mental health and emotional well being</li> <li>✓ Health related decisions</li> <li>✓ Drugs alcohol and tobacco</li> <li>✓ Managing risk and personal safety</li> <li>✓ Sexual health and fertility</li> <li>✓ Basic First Aid</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-concept</li> <li>✓ Positive relationships</li> <li>✓ Relationship values</li> <li>✓ Forming and maintaining respectful relationships</li> <li>✓ Consent</li> <li>✓ Contraception and parenthood</li> <li>✓ Bullying, abuse and discrimination</li> <li>✓ Social influences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning skills</li> <li>✓ Choices and pathways</li> <li>✓ Work and career</li> <li>✓ Employment rights and responsibilities</li> <li>✓ Financial choices</li> <li>✓ Media literacy and digital influences</li> <li>✓ Citizenship. British values and diversity</li> </ul>

### PSHE and the wider curriculum

Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. The correct scientific and medical terms will be used. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

The Outreach Service students have an opportunity to gain certificates endorsed by AQA Unit Award Scheme, although these are not a formal qualification. They acknowledge that students have undertaken a course of study that recognises the Knowledge and Understanding, Skills and Attributes that have been covered. These units are differentiated to cover student needs ranging from Entry Level to Levels 1-2.

PSHE contributes to developing and promoting skills, attributes and attitudes to prepare students for their future work and careers. The Raedwald Trust has a careers lead for work-related learning, based at Lindbergh Centre and a with one other specific transition lead teacher each pupil will receive one careers' guidance session each term and a careers' path plan written will be written together with the pupil, in preparation for post 16 transition.

At KS4 this area of the curriculum becomes higher profile for many of our students. They will be supported to move on from the Raedwald Trust with a placement: apprenticeship, further education, work. In order to do this we will endeavour to ensure they are prepared by having in place:

- a CV
- a completed a model letter of application
- preparation for interview – interview techniques

. The Gatsby benchmarks for good careers guidance are considered in planning. These are;

1. A stable careers' programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance